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AUTHOR Sayers, Susan
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ABSTRACT

The workshop materials assembled in this document aim to help educators and parents build effective group processes by assessing their leadership styles, appreciating and capitalizing on their strengths, increasing their leadership effectiveness, and understanding alternative leadership styles. The author uses a behavioral matrix to categorize leadership styles. One axis of the matrix represents the continuum from formal to informal styles while the other extends from dominant to "easy-going" styles. The intersection of these styles, according to the author, yields four categories of leadership styles: the promoter (informal and dominant), the supporter (informal and easy-going), the controller (formal and dominant), and the analyzer (formal and easy-going). The document includes discussions of the behavioral matrix and the four leadership styles, brief guidelines on how to use the materials, a sample workshop agenda, and eleven workshop handouts on behavioral characteristics, self evaluation, conflicts, and differences among leadership styles. (RW)

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# LEADERSHIP STYLES:

# a behavioral matrix

Susan Sayers

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Rural Education Program

EA 014 176

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# Introduction and Acknowledgment

> *People do not behave according to the facts as others see them; they behave in terms of what seems to them to be so.* Arthur Combs

This collection of material on leadership styles is intended to help you:

- assess your own leadership style
- more fully appreciate your style and capitalize on your strengths
- increase your effectiveness for working productively and in harmony with others
- increase your understanding of alternative leadership styles

The material is based on extensive process facilitation development and training that was conducted by the Rural Education Program as part of their work to build and maintain effective group processes within school-community groups, organization teams and volunteer groups.

Stormee Swanson and Lee Green were especially helpful in the development of the material. Their assistance is greatly appreciated.

It is our hope that people using this material might add their energy to the growing number of people who are interested in maintaining autonomy and at the same time celebrating diversity. We recognize that "different" isn't necessarily better or worse, just different; strength and well-being comes not just from our commonness, but also from our uniqueness. This material is intended to help you identify and maximize your own skills in a way that also promotes and supports the skills of others.

## Guidelines For Using This Material

This booklet contains three types of material. The first is rationale and background information about the Behavioral Matrix. The second is a proposed workshop agenda. The agenda suggests times, activities, procedures for conducting the activities, purposes, and materials. The third type of material in the booklet can be used as overhead transparencies or handouts.

While the workshop is designed for a minimum of three hours, it is easily expanded to as much as two days. Nor is it necessary to present all the material at once. We have presented segments of this material over several weeks time and in intensive day-long sessions.

Our experience has supported the current organization of the material; beginning with self-assessment accompanied by presentation and followed by an examination of productive and excessive characteristics, supporting and stifling environments, and typical conflicts.

The material has been presented to a wide range of educational audiences: chief state school officers, PTA groups, administrators, classroom teachers, staff from the state department of education, and community education coordinators. It creates enthusiasm and a positive response with diverse groups.

If, as you use the materials, you find interesting, surprising or rewarding results you'd like to share, or if you have questions, please phone or write: Susan Sayers, Northwest Regional Educational Laboratory, 710 SW Second Avenue, Portland, Oregon 97204, (503) 248-6838.

Enjoy!

# Rationale For The Behavioral Matrix

Educators need more than teaching certificates, administrative credentials or successful bonds and levies to provide quality, equitable education. Education 401 is generally not preparing people to deal with conflict in the classroom, hassles among the staff, or disagreement between citizen advisory groups and administrative staff.

The Behavioral Matrix is intended to help people get beyond the focus on disagreements and differences and to come to a better understanding of the positive power of diversity. It does this by helping people to identify their own basic behavioral style and to understand how to identify the basic styles of others. Having the information about basic style, one can move to a greater understanding of how to structure positive, productive environments, how to predict and manage conflict, and how to motivate people.

A quality learning environment, whether it's a classroom, a staff meeting, or a citizen advisory group meeting will occur when:

- each person is acknowledged, included and valued just as s/he is
- each person's results or accomplishments are recognized
- each person feels like the environment supports their autonomy and uniqueness as well as their membership in the group or community

These conditions can be met after leaders understand the theory of the Behavioral Matrix and apply it to daily interaction.

The Behavioral Matrix is based on these assumptions:

1. People behave according to specific behavioral styles. This occurs because people differ in how they perceive a situation, work at tasks, interact with others, and make decisions.
2. People behave differently depending on the circumstances, that is, behavior changes
3. There is no single "right" way for people to behave, but most people have an operating style that is most common and comfortable for them.
4. What is comfortable and "right" for one person feels uncomfortable and "wrong" to another.
5. An organization functions best when it capitalizes on the strengths of each individual, encouraging the celebration of differences.

## HISTORICAL FRAMEWORK

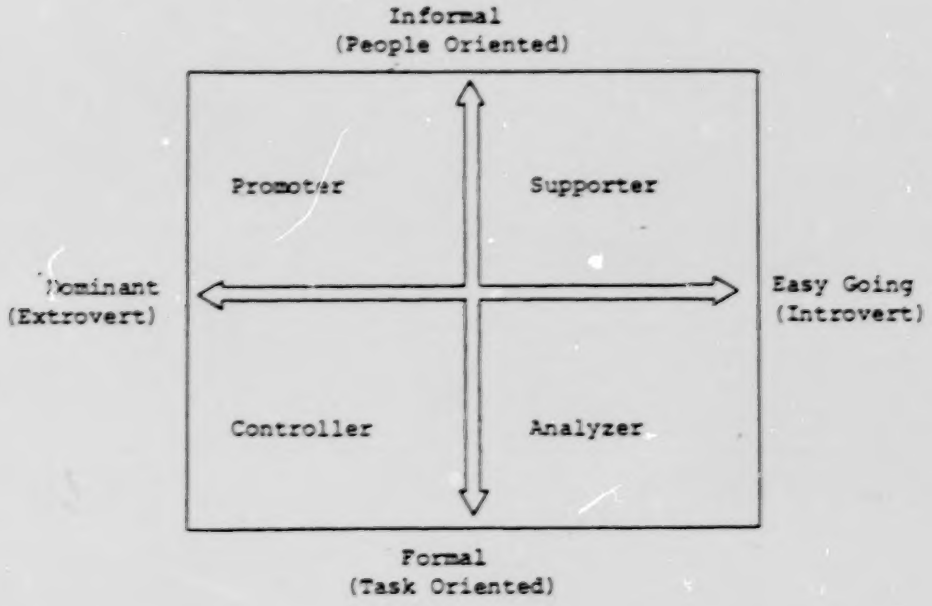
Recently, many individuals and private agencies have been exploring behavioral styles. It is talked and written about as situational leadership, managerial grids, type-indicators, and many other names. The chart below gives a brief history of the development of behavioral typing.

| Time | Researcher | Findings |
|---|---|---|
| Early 20th Century | Carl Jung | Identified personality characteristics based on introvert-extrovert and how people perceive and judge. He categorized these according to thinking, feeling, sensing, and intuiting. |
| Mid 20th Century | Isabel Meyers-Briggs | Meyers-Briggs Type Indicator--identified 16 different personality types. Findings used in career counseling. Published by Education Testing Service. |
| Recently | Blake and Mouton | Managerial grid based on high or low concern for people or production. |
| 1970s' | LifeSpring Corporation; Communication Management Association; Atkins-Katcher Assoc., Inc.; NWREL | Adaptations and modifications of previous work. |

## The Behavioral Matrix: A Brief Description

Psychologists describe behavior as a function of perception. The feelings, beliefs, conditions, attitudes, and understandings of a person constitute the directing forces of his or her behavior.

Because people have complex and overlapping values and beliefs, it is impossible to describe a person as having a specific, unalterable behavior style. However, some opposite behavior patterns can be recognized that operate on a vertical continuum of informal and formal and on a horizontal dimension of dominant and easy going. The intersection of these opposites forms four quandrants which can be said to represent four broad categories of behavior style: the promoter, supporter, controller, and analyzer.




What follows is a brief description of each of the four styles.

THE PROMOTIONAL STYLE. Promoters get involved with people in active, rapidly changing situations. These people are seen as socially outgoing and friendly, imaginative and vigorous. Because people react to behaviors as a result of their own value biases, some see the promotional style as dynamic and energetic while others perceive the same behavior as egotistical.

In a work situation, promoters can get things going but may sometimes settle for less than the best in order to get on to something else. When faced with a task, these people can generate creative ideas for work, but are less likely to follow through to get the task done. If a group or organization can accommodate this style, it will benefit from enthusiasm, but must tolerate a lack of concern for details. Promoters are frequently highly competitive and may need to learn to work with others in a collaborative manner.

THE SUPPORTING STYLE. Supporters value interpersonal relations. These people try to minimize conflict and promote the happiness of everybody. Some people see the supporting style as accommodating and friendly, while others describe it as wishy-washy and "nice."

In a work situation, supporters may find it difficult to say "no," thus they frequently find themselves overcommitted. They can be counted on to do what will please others. Supporters are people-oriented and non-aggressive. They will rely on others to give directions about how to get the tasks done.

THE CONTROLLING STYLE. Controllers want results! They love to run things and have the job done in their own way. "I'll do it myself." is a frequent motto of the controller. These people can manage their time to the minute. Some see them as businesslike and efficient, while others refer to them as threatening and unfeeling.

In a work situation, controllers will make sure the job is done. They will get impatient with long discussions about "the best way" or "the way to please everybody." Controllers are confident in their ability, take risks, and push forward.

THE ANALYZING STYLE. Analyzers are problem solvers. They like to get all the data before making a decision. Some say they are thorough, but others complain that they're slow. These people are frequently quiet and prefer to work alone.

In a work situation, analyzers bring valuable conceptual skills. They ask the difficult, important questions. Interpersonally, they may seem aloof and cool. Analyzers may miss the deadlines, but they'll have all the reasons to support the delay.

A COMBINATION OF STYLES. Most people have a variety of response patters, so depending on the situation they may behave differently.

Successful people come from all quadrants on the matrix. Success is not dependent on the style, but on how well you capitalize on the behaviors that come most naturally and how much you take risks and experiment with behaviors from the other styles. For example you may think of yourself as basically being a talkative, dominant group member. You've gotten feedback from others that you have a tendency to "beat a dead horse" in order to make your point. Awareness of the Behavioral Matrix is intended to expand your response-ability. By increasing your awareness of the options that exist, you can improve your leadership or participant behaviors. Thus, in the next meeting you can monitor your behavior and model it after that of a supporter or an analyzer.

## A Sample Agenda And Support Material

The sample agenda and support material that follow are to guide your presentation of the Behavioral Matrix should you want to pass it on to others.

LEADERSHIP STYLES: A BEHAVIORAL MATRIX

Sample Agenda

Minimum time: 3 hours 15 minutes
Maximum time: 5 hours

| Time | Activity | Procedure | Purpose | Material |
|---|---|---|---|---|
| 10 minutes | Warm-up | Option 1: Ask each person to write down and then share leadership characteristics with 1 or 2 other people. Introduce partners to the whole group.<br>Option 2: Ask each person to describe their leadership characteristics as a colleague would. | 1. Begin self-assessment of leadership styles<br>2. To build inclusion of participants | |
| 20 minutes | Introduce leadership styles | 1. Give brief history of development<br>2. Describe formal-informal continuum. Ask people to rate themselves<br>3. Describe dominant-easy-going continuum. Ask people to rate themselves.<br>4. Identify labels for each of the four quadrants. Review information on each. | 1. To build understanding of the model<br>2. To continue self-assessment | Overhead projector, transparency<br>Handout #1 Behavioral Matrix Chart<br>See "historical framework" and the Bibliography |
| 30 minutes | Productive and excessive characteristics of each style | 1. Divide into four groups according to style: promoters, controllers, analyzers, supporters<br>2. Instruct each group to discuss and record<br>a) Productive characteristics of your style. Consider questions like "What do you really like about your operating style?" "What are your strengths?" What do you do well?" | 1. To build cohesiveness among like-styles<br>2. To identify strengths and weaknesses of the style | Newsprint<br>Markers<br>Masking tape |

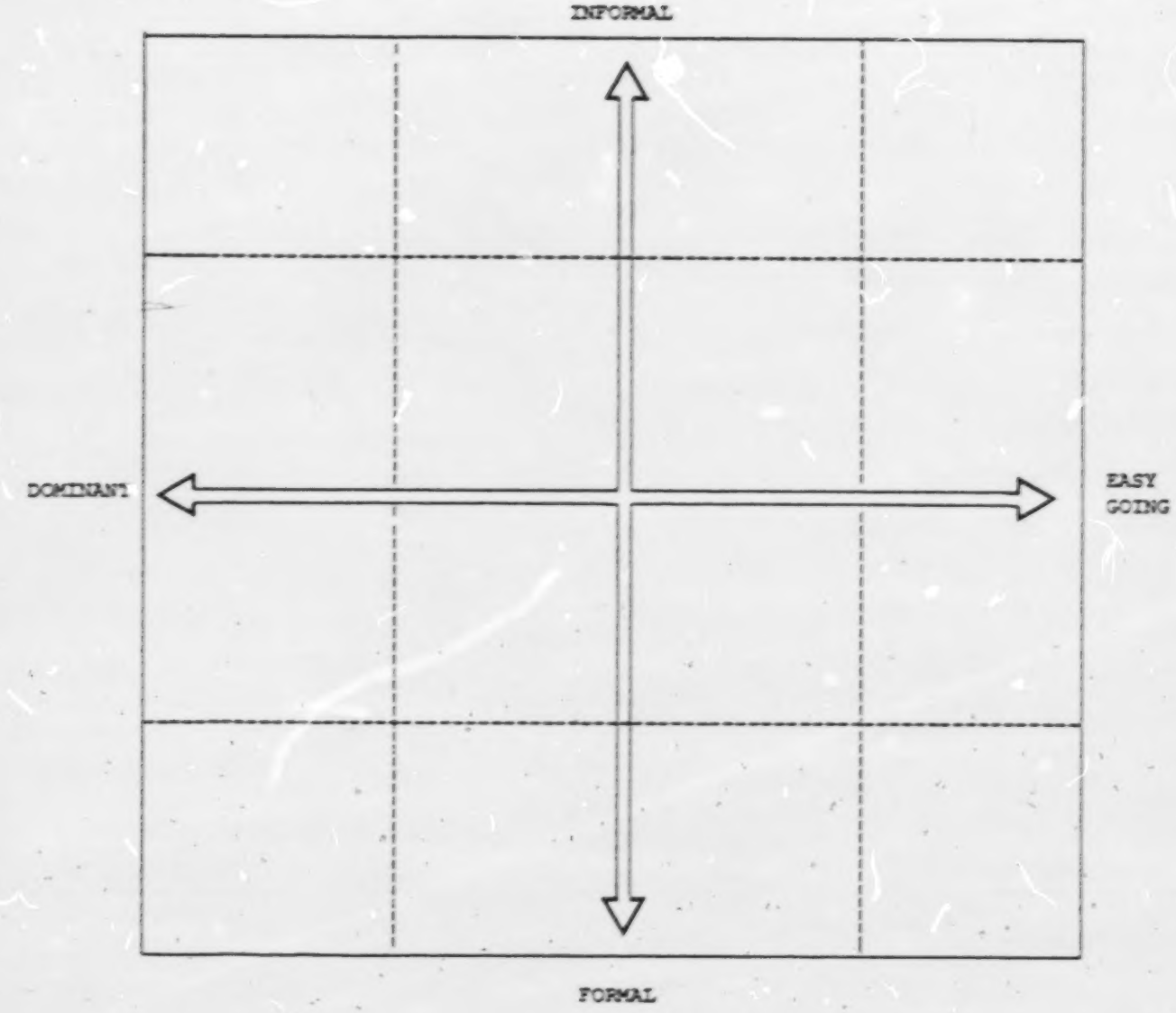
Agenda (continued)

| Time | Activity | Procedure | Purpose | Material |
|---|---|---|---|---|
| | | b) Excessive characteristics of your operating style. Consider questions like "What do you dislike about your operating style?" "What behaviors get in your way?" "What are your weak points?"<br>3. Each group posts newsprint and reports on productive/excessive characteristics<br>4. Give "process observer" report<br>5. Share summary sheet | | Handout #2 Characteristics at Best<br>Handout #3 Productive and excessive characteristics |
| 30-60 minutes | Instrument Assessment | 1. Review directions for using rating form and score sheet. Use an example<br>2. Instruct group member to join one other person who they know and trust. In dyads<br>a) fill out the rating and score sheet<br>b) share your ratings<br>3. Lead large group discussion of<br>a) similarity of first and second rating<br>b) similarity of self and other rating<br>c) learnings from dyad partner | 1. To use formal rating scale to assess personal style<br>2. To give and get feedback | Handout #4 Behavioral Matrix Rating Form<br>Handout #5 Behavioral Matrix Score Sheet |
| 30 minutes | Supporting and Stifling Environments | 1. Reform four groups. Give people the choice of changing groups<br>2. Brainstorm characteristics of<br>a) an environment in which you excel<br>b) a stifling, non-productive environment<br>3. Reports to large group<br>4. Share summary sheet | 1. To clarify the different preferences among the four styles for productive environment | Handout #6 Will Excel<br>Handout #7 Will Feel Stifled |

Agenda (continued)

| Time | Activity | Procedure | Purpose | Material |
|---|---|---|---|---|
| 30-60 minutes | Typical Conflicts | Option 1:<br>1. Each of the four groups identify the conflicts that are typical for you to have with each of the four styles<br>2. Record, post, share<br>3. Share summary sheet<br><br>Option 2:<br>1. Each group gets 15 minutes to meet in a fishbowl to discuss typical conflicts<br>2. Rotate and repeat for each group<br>3. Share summary sheet | 1. To identify typical conflicts<br>2. To build understanding of sources of conflict | Handout: #8 Typical Conflicts |
| 30-60 minutes | Making the most of your strengths | 1. Present five ideas for using strengths<br>2. Distribute conflict worksheet, form trios, allow time to work individually, then discuss | 1. To reinforce strengths of each style<br>2. To apply information to managing conflict | Handout #9 To Make the Best of Your Strengths<br><br>Handout #10 Conflict Situations, A Worksheet |
| 15-30 minutes | Wrap-up | 1. Review stylistic differences<br>2. Form a circle. Each person think of some aspect of what they learned. After everyone has one brief statement in mind, go around the room to hear everybody. But instead of just starting out "I learned that _____" instruct people to begin with the phrase "So what if I learned_____." | 1. To summarize Behavioral Matrix<br>2. To increase objectivity of learning | Handout #11 Stylistic Differences |

# BEHAVIORAL MATRIX

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CHARACTERISTICS OF EACH BEHAVIORAL STYLE AT BEST

| | |
|---|---|
| - Asks WHO? (personal question)<br>- Decisions easily made and easily changed<br>- Warm, friendly<br>- Flexible<br>- Persuasive<br>- Imaginative and creative<br>- Insightful<br>- Out front, forceful<br>- Communicates well<br>- Enthusiastic | - Asks WHY? (personal, non-goal question)<br>- Decisions are agreeable to others<br>- Good listener<br>- Friendly<br>- Non-competitive<br>- Values, close, lasting friendships<br>- Allows others to initiate<br>- Puts others at ease<br>- Willing to take direction<br>- Likes a human angle |
| - Asks WHAT? (results-oriented question)<br>- Decisions made easily and rapidly<br>- Strong-willed<br>- Performs to capacity<br>- Quickly responds<br>- Competitive<br>- Persistently thorough<br>- Eagerly ambitious<br>- Uses time well<br>- Likes workable and logical solutions | - Asks HOW? (technical, analytical questions)<br>- Hesitant decision maker<br>- Thrives on data: facts and concepts<br>- Systematic and orderly<br>- Quiet, non-threatening<br>- Allows others to initiate<br>- Problem-solver<br>- Goal oriented, but slowly and carefully<br>- Persistent<br>- Serious |

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# PRODUCTIVE AND EXCESSIVE CHARACTERISTICS OF EACH BEHAVIORAL STYLE

INFORMAL

| | - | + |
|---|---|---|
| DOMINANT | - inconsistent<br>- childlike<br>- agitated<br>- afraid of confrontation<br>- lacking in conviction<br>- manipulative | + flexible<br>+ youthful<br>+ enthusiastic<br>+ tactful<br>+ adaptable<br>+ socially skillful |
| EASY GOING | - impractical<br>- gullible<br>- patternal<br>- passive<br>- overcommitted<br>- self-deprecating<br>- obligated<br>- perfectionist | + idealistic<br>+ trusting<br>+ helpful<br>+ receptive<br>+ responsive<br>+ modest<br>+ loyal<br>+ aspiring |
| DOMINANT | - domineering<br>- impulsive<br>- arrogant<br>- coercive<br>- high pressure<br>- impatient<br>- unstable | + controlling<br>+ quick to act<br>+ self-confident<br>+ forceful<br>+ persistent<br>+ urgent<br>+ eager to change |
| EASY GOING | - dull<br>- stingy<br>- unfriendly<br>- compulsive<br>- plodding<br>- critical<br>- stubborn | + practical<br>+ economical<br>+ reserved<br>+ thorough<br>+ methodical<br>+ analytical<br>+ steadfast |

FORMAL

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# BEHAVIORAL CHARACTERISTICS

## RATING FORM

Name of person being rated: _____

Directions: Circle one of the numbers to indicate how you see the person you are rating. For example:

Dominant 1 2 (3) 4 Easy-going

The rater here decided that the person he was rating was more easy going than dominant, but not easy-going enough to rate a 4.

| | | | | | |
|---|---|---|---|---|---|
| 1. Appears confident | 1 | 2 | 3 | 4 | Reserved |
| 2. Passive | 1 | 2 | 3 | 4 | Aggressive |
| 3. Responsive | 1 | 2 | 3 | 4 | Self-controlled |
| 4. Easy-going | 1 | 2 | 3 | 4 | Dominant |
| 5. Takes charge | 1 | 2 | 3 | 4 | Goes along |
| 6. Formal | 1 | 2 | 3 | 4 | Informal |
| 7. Disciplined | 1 | 2 | 3 | 4 | Spontaneous |
| 8. Communicates readily | 1 | 2 | 3 | 4 | Hesitant communicator |
| 9. Accepting | 1 | 2 | 3 | 4 | Challenging |
| 10. Appears unorganized | 1 | 2 | 3 | 4 | Appears organized |
| 11. Initiates social contact | 1 | 2 | 3 | 4 | Lets others inititate |
| 12. Asks questions | 1 | 2 | 3 | 4 | Makes statements |
| 13. Overbearing | 1 | 2 | 3 | 4 | Shy |
| 14. Reserved | 1 | 2 | 3 | 4 | Fun loving |
| 15. Appears active | 1 | 2 | 3 | 4 | Appears thoughtful |
| 16. Relaxed | 1 | 2 | 3 | 4 | Assertive |
| 17. Withholds feeling | 1 | 2 | 3 | 4 | Expresses feeling |
| 18. Relationship oriented | 1 | 2 | 3 | 4 | Task oriented |
| 19. Pushy | 1 | 2 | 3 | 4 | Gentle |
| 20. Discriminating | 1 | 2 | 3 | 4 | Impulsive |
| 21. Extrovert | 1 | 2 | 3 | 4 | Introvert |
| 22. Warm | 1 | 2 | 3 | 4 | Cool |
| 23. Subtle | 1 | 2 | 3 | 4 | Direct |
| 24. Distant | 1 | 2 | 3 | 4 | Close |
| 25. States information | 1 | 2 | 3 | 4 | Saves information |
| 26. Quiet | 1 | 2 | 3 | 4 | Talkative |

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# BEHAVIORAL CHARACTERISTICS

## SCORE SHEET

To locate the person on the *Dominant/Easy-Going* Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

| | | | |
|---|---|---|---|
| 1. | ____ | 2. | ____ |
| 5. | ____ | 4. | ____ |
| 8. | ____ | 9. | ____ |
| 11. | ____ | 12. | ____ |
| 13. | ____ | 16. | ____ |
| 15. | ____ | 23. | ____ |
| 19. | ____ | 26. | ____ |
| 21. | ____ | | |
| 25. | ____ | Sum #2 | ____ |

Sum #1 ____

(Sum #1) + 35 - (Sum #2) = ____ divided by 16 = ____

Place an X on the following scale corresponding to the score above:

DOMINANT EASY-GOING

1 2 3 4

Move the X down this scale

1.0 1.75 2.5 3.25 4.0

To locate the person on the *Formal/Informal* Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below.

| | | | |
|---|---|---|---|
| 6. | ____ | 3. | ____ |
| 7. | ____ | 10. | ____ |
| 14. | ____ | 18. | ____ |
| 17. | ____ | 22. | ____ |
| 20. | ____ | | |
| 24. | ____ | Sum #2 | ____ |

Sum #1 ____

(Sum #1) + 20 - (Sum #2) = ____ divided by 10 = ____

Place an X on the following scale corresponding to the score above.

FORMAL INFORMAL

1 2 3 4

Move the X down this scale

1.0 1.75 2.5 3.25 4.0

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EACH BEHAVIORAL STYLE WILL EXCEL IN A SITUATION WHERE

| | |
|---|---|
| - People are involved, i.e., committee work<br>- New possibilities need to be brainstormed<br>- There is a defined structure with boundaries<br>- Follow thru is forced by someone else<br>- Inspirations are allowed and encouraged<br>- There is a lot of attention (they'll take anything, including negative put-downs)<br>- They can talk about what is learned; i.e., tons of discussion<br>- There is action-oriented activity; i.e., role playing, drama, learn "X" tables by jumping rope at the same time<br>- Environment is optimistic, changing<br>- Surrounded by friendliness and warmth | - They can please others<br>- Harmony, respect and good feelings exist<br>- Research and learning is on people facts<br>- Structure, supervision and guidance is available<br>- There is much reassurance, support and personal attention<br>- Ideas can be developed that will benefit others<br>- Relationship skills can be applied to get the job done; i.e., committee work<br>- They can give and give and give<br>- It is idealistic<br>- Their loyalty is valued |
| - Organized information abounds and is valued<br>- They are allowed to take responsibility and leadership<br>- It is fast moving and challenging<br>- There is a chance to assume a leadership role<br>- Competition abounds<br>- There is freedom to accomplish tasks their own way<br>- There is an established authority to respect<br>- Academic achievement is highly valued | - They can work by themselves<br>- It is unemotional, factual, practical<br>- There is freedom to ponder<br>- The leader gives a systematic, structured framework<br>- Routine is the watchword<br>- There is a lack of pressure, low-key<br>- Much attention given for task results<br>- Value is placed on accumulation of facts<br>- They can save face even when they may be wrong<br>- There are rules for dealing with others |

EACH BEHAVIOR STYLE WILL FEEL STIFLED

AND HAVE DIFFICULTY IN A SITUATION WHERE

| | |
|---|---|
| - Physical activity is restrained<br>- Tasks are analytical, systematic and/or disciplined<br>- There are many detailed, logical presentations; they want the bottom line and could care less how you got there<br>- There is only routine with no room for adventure and action-oriented activities<br>- Allowed to go any which way on a project without understood boundaries and direction | - Left to own direction<br>- Task achievement is the dominant goal<br>- Socializing is not allowed<br>- Conflict is normal |
| - The situation is not under their control<br>- Their goals are thwarted<br>- It is not fast moving<br>- Leaders "wing it"<br>- There are many distractions<br>- No one appears to be "in charge" | - Little organization exists<br>- Nobody reaches out to them<br>- Inconsistency is routine<br>- Pressure abounds<br>- Loud, multi-stimulating activity exists<br>- The leader is dominating, controlling<br>- Decisions are not based on facts |

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CONFLICTS TYPICAL OF EACH BEHAVIORAL STYLE

| | |
|---|---|
| - Others may feel steamrolled<br>- Rapid change causes others to see action as shotgunning and unstable<br>- Excitement seen as egotism<br>- Forceful, aggressive, up front nature may cause others to see trait as manipulative<br>- Impatience can result in arguments | - Unmoved by logic, creating impatience with analyzers and controllers<br>- Resents tactlessness of others out of their sensitivity; assumes others are there too<br>- Values harmony over anything else and prefers to agree<br>- Subordinates own interests to those of others<br>- Withholds unpleasant information |
| - May run over others trying to get tasks accomplished<br>- Through organizing the situation, will include any idle bystander<br>- Will get backed-up when others tell them what and how to get the task done<br>- Anger and impatience moves quickly when distracted by the promoter's spontaneity<br>- Through the critical and judgmental eye, will create distance with others | - Serious, orderly manner draws impatience from others<br>- Critical and judgmental eye toward others creates distancing<br>- Indecisions create confusion and impatience<br>- When cornered, pressure builds quickly<br>- Allowing others to initiate may build resentment over time<br>- States position bluntly, without concern and feeling for others<br>- Feels rejected unless a group is willing to draw data and warmth out |

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## TO MAKE THE BEST USE OF YOUR STRENGTHS

1. Capitalize

   Find as many opportunities as possible to use your strongest style. Do what you do best. "If ya got it, flaunt it."

2. Augment

   Work with the people who have the strengths that you don't. Provide checks and balances for each other. Learn about what others do by watching, appreciating. "You do your thing, and I'll do my thing."

3. Extend

   Take the risk. Try some new behaviors. Find safe environments to practice behaviors from one of the other quadrants. "The only way to do it, is to do it."

4. Control Excesses

   When the chips are down and the pressure is on, resist the temptation to go back into the old tried and true method of responding. Practice moderation. "Balance is the key to power."

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CONFLICT SITUATIONS: A WORKSHEET

My style is _____

My strengths are:

| Identify someone closely associated with you (i.e., superintendent, principal, spouse, etc.) and his/her style | Identify his/her strengths | Identify what you can do to supplement/ assist him/her | Identify your most likely conflict | Identify ways you can manage the conflict |
|---|---|---|---|---|
| Name:<br>Style: | | | | |
| Name:<br>Style: | | | | |
| Name:<br>Style: | | | | |
| Name:<br>Style: | | | | |
| Name:<br>Style: | | | | |

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STYLISTIC DIFFERENCES

| Person with | Promoting Style | Controlling Style | Supporting Style | Analyzing Style |
|---|---|---|---|---|
| Needs to learn | • Patience<br>• Discipline | • Humility | • Determination | • Spontaneity |
| Measures progress by | • Applause | • Results | • Attention | • Activity |
| Will ask | • Who? | • What? | • Why? | • How? |
| Saves | • Effort | • Time | • Friendships | • Face |
| Takes endorsements from | • Social skills--likes to be good at winning people | • Getting the job done well and on time | • Friends--"If they still like me, I must be doing it right." | • Knowledge |
| Needs to be given | • Some structure within which to reach the goal | • A position that requires relying on cooperation with others | • Structure for the goal and methods for the task | • Some methods of dealing with other people |
| Relies on the power of | • Feeling--expects that "winning ways" will carry him or her through | • Personality--hopes to be strong enough to "wing it" | • Acceptance--uses compliments to get approval | • Expertise--gathers more data when in doubt |
| Motivated by | • Friendly people<br>• New opportunities<br>• Attention | • Responsiblity<br>• Authority<br>• Achievement | • Trust and security<br>• Need for services<br>• Appeal to loyalty | • Logic<br>• Routine<br>• Structure |
| Most effective environment is | • Social<br>• Changing<br>• Youthful<br>• Optimistic | • Competitive<br>• Open<br>• Challenging<br>• Opportunistic | • Respecting<br>• Supporting<br>• Reassuring<br>• Idealistic | • Unemotional<br>• Factual<br>• Scientific<br>• Practical |

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Rural Education Program

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